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ABSTRACT

An overview is provided in this three-part final report of a project designed to disseminate information to assist California high schools, Regional Occupation Programs, and colleges in developing and strengthening 2+2+2 programs. Part I reviews the following project objectives: (1) hire a project coordinator and technical assistant; (2) develop a 2+2+2 statewide reference library with a collection of relevant materials from all pilot projects; (3) develop computerized access to this library through modems for all California community colleges; (4) develop procedures to request information, forms, and materials, and a cost recovery system; (5) develop a resource catalog to facilitate use of the library by Chancellor's office staff and California community colleges; (6) produce two 10-minute 2+2+2 educational videos; (7) develop and implement a comprehensive plan for the dissemination of information relating to the development and maintenance of articulated career education programs; (8) design, implement, and evaluate two teleconferences, five on-site workshops, and five follow-up off-site workshops; (9) schedule 2+2+2 presentations at statewide conferences; and (10) prepare formative and summative evaluations for each component of the project. In part II, detailed narratives of performance tasks are offered for the reference library, the training videos, the dissemination plan, and the technical assistance plan (including on- and off-site workshops, and teleconferences). Finally, a two-page series of recommendations for future 2+2+2 technical assistance activities is presented in part III. (JSP)

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Santa Barbara City College

2+2+2 DISSEMINATION PROJECT
FINAL REPORT

June 30, 1992

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ACKNOWLEDGEMENTS

During the 1991-92 academic year, Santa Barbara City College coordinated the 2+2+2 Dissemination Project through a grant from the California Community Colleges Chancellor's Office. The project was charged with the task of broadly disseminating information that would assist high schools, Regional Occupation Programs, and colleges in developing and strengthening 2+2+2 programs. Technical assistance activities were designed and implemented to share the resources and experiences gained by twenty-five 2+2+2 pilot projects funded between 1988 and 1991.

We wish to acknowledge the many individuals who have been supportive of this project. First, we convey our heart-felt thanks to Rosa de Anda, Transfer Education and Articulation Specialist with the California Community Colleges Chancellor's Office, for her outstanding and continuing support of our work. We wish to also express our deep appreciation to the many 2+2+2 Project Directors who took time out of their busy schedules to discuss their articulated programs with us and to send the 2+2+2 project materials that formed the backbone of our dissemination activities.

Finally, our gratitude is extended to the staff and faculty at community colleges throughout California who helped coordinate and facilitate our technical assistance workshops on their campuses. Special thanks go to Kirk Weiking at Sacramento City College for his assistance with the project's teleconference production.

The overall success of the project was due in large part to the generous contributions of all those from who we sought advice and support.

Project Staff
2+2+2 Dissemination Project
June 30, 1991

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PART 1: COMPLETION OF PROJECT OBJECTIVES

OBJECTIVE 1

Hire the 2+2+2 Dissemination Project Staff to work under the Director. The staff will consist of a Project Coordinator and a full-time technical assistant.

A Project Coordinator was hired in the first month of the project to work through June 1992.

Two training consultants with prior experience as 2+2+2 project directors were engaged to assist in the development of the dissemination activities and to conduct both the one-day technical assistance workshops and the professional conference presentations.

A technical assistant with proficient desktop publishing and print production skills was hired in the second month of the project.

A project office was established in Santa Barbara City College's Campus Center.

Project staff met to refine and prioritize objectives and establish a task timeline.

OBJECTIVE 2

Develop a 2+2+2 statewide reference library with a collection of relevant materials from all pilot projects.

During the second and third months of the grant, all 2+2+2 project directors statewide were contacted to 1) acquaint them with the scope and purpose of the Dissemination Project, 2) request copies of all materials developed for their 2+2+2 project (Appendix A), and 3) develop a list of project directors willing to participate in presentations and technical assistance activities (Appendix B).

The collection of 2+2+2 project materials was completed in February 1992. Materials in each project were organized into five categories, including:

a) **Final Project Report:** This section contains a copy of the final project report required by the California Community Colleges Chancellor's Office from all 2+2+2 grant projects. The report format includes a description of activities implemented by each project.

b) **Project Handbook:** This section contains a handbook developed by each 2+2+2 project to serve as an advisement and outreach tool for counselors, instructors, and students at each

segment. Each handbook summarizes program information and procedures.

c) **Articulation Materials:** This section contains all materials pertaining to the articulation of the 2+2+2 curriculum, including articulation agreements, articulation council models, and curricular pathways.

d) **Tracking Materials:** This section contains materials designed to facilitate transfer of credit and to monitor 2+2+2 students as they move from one segment to another.

e) **Additional Materials:** This section contains additional program materials including brochures, posters, newsletters, and other outreach materials.

Other relevant 2+2+2 articulation materials to be housed in the reference library were identified, including recruitment videos produced by individual 2+2+2 projects. The library also houses reference books, a set of 2+2+2 articulation videos produced by the Dissemination Project, and a 2+2+2 articulation handbook developed for use by participants in the project's Technical Assistance Workshops.

All Santa Barbara City College reference librarians have been familiarized with the 2+2+2 reference collection and with procedures for processing requests for materials.

OBJECTIVE 3

Develop computerized access to the 2+2+2 resource library through modems for all California community colleges.

All project materials have been cataloged using protocols established by the Library of Congress. These materials are housed in the Eli Luria Library at Santa Barbara City College and are available for use through the interlibrary loan services of the Online Computer Library Center (OCLC), a computerized system linking participating libraries. Materials may be requested through any college or public library by providing the name of the college and the title of the 2+2+2 project desired. The Eli Luria Library also has a computerized book catalogue which can be accessed via modem.

2+2+2 project materials are available to all California community colleges that are members of OCLC and that utilize its interlibrary loan services. The OCLC system is used by approximately 80 percent of the community colleges in California. The California Community Colleges Chancellor's Office is not a member of OCLC. Access to project materials by the Chancellor's Office and those community colleges not members of OCLC is possible through written request directed to the Eli Luria Library reference desk.

OBJECTIVE 4

Develop procedures to request information, forms, and materials, and a cost recovery system.

All 2+2+2 project materials are available through the interlibrary loan services of OCLC or by written request.

It is not feasible for the Eli Luria Library of Santa Barbara City College to fill requests for duplication of 2+2+2 project materials in a cost-effective or efficient manner. Materials are available only through established library loan procedures. Duplicate sets of all project materials were produced to increase availability of resources.

OBJECTIVE 5

Develop a mechanism that facilitates the use of the reference library by Chancellor's Office staff and California community colleges.

All 2+2+2 resources are available through the interlibrary loan services of OCLC or through written request to the reference librarian at the Eli Luria Library at Santa Barbara City College.

A Resource Catalog listing reference books, projects, and audio visual materials available through the 2+2+2 reference library was prepared (Appendix C). The catalog details step-by-step procedures for accessing 2+2+2 resources through the use of OCLC or through written request. The catalog was sent to all participants of the 2+2+2 technical assistance activities and to other relevant high school/ROP, community college, and university personnel. This catalog will serve as a permanent reference for those wishing to access resource materials.

The resource library was publicized in a number of ways throughout the year. It was highlighted in all promotion letters and brochures used to publicize dissemination activities. It was prominently featured at all professional conference presentations and one-day technical assistance workshops. A flyer was prepared, for distribution at dissemination activities, listing 2+2+2 resource materials available through the reference library collection (Appendix D). Participants were urged to contact the project office to request a copy of the Resource Catalog. The flyer was included in all Dissemination Project publications, including the 2+2+2 Articulation Handbook, the Teleconference Guide packet, and the Resource Manual to accompany the project's two technical assistance videos. Finally, a Resource Catalog, indexing all materials available in the 2+2+2 reference library collection, was prepared and mailed to over 2,500 relevant high school/ROP, community college, and 4-year university personnel (Appendix E).

OBJECTIVE 6

Produce two 10-minute 2+2+2 educational videos.

A video producer/director was hired in the second month of the project.

Through a series of meetings between the producer and the project staff, the format and content for each video was planned and scripts developed. A theme was identified for each video providing a high interest metaphor to visually enhance the content of each video. The first video, titled "Get Up and Go: Why Develop a 2+2+2 Program," utilizes the image of hot-air ballooning to underscore the content, which focuses on the benefits of articulating 2+2+2 Career Education programs. The second video, "Sail Away: How to Launch a 2+2+2 Program," utilizes visual images of sailing to highlight the six components necessary for the successful launching of a 2+2+2 articulated career education program.

Footage of the videos was shot over a period of six months. Most of the footage was shot on the Santa Barbara City College Campus using SBCC students and staff. Additional footage, supporting the themes, was shot in two Saturday sessions scheduled at special desert and ocean locations.

Editing of the first video was completed in November and of the second video in March. Care was taken to ensure that the content was accurately portrayed and that there was adequate representation of California's ethnically diverse population.

A Resource Manual was developed to accompany the 2+2+2 video set. The manual includes information and background on 2+2+2 articulation, learning objectives, pre- and post-viewing activities for staff development purposes, material reiterating the themes and concepts conveyed in each video, and an action planning packet for intersegmental partnerships wishing to initiate or strengthen articulation programs (Appendix F).

OBJECTIVE 7

Develop and implement a comprehensive plan for the dissemination of information related to the development and maintenance of successful 2+2+2 programs in a range of disciplines.

The name Careers 2000 was selected as a descriptive name for the 2+2+2 Dissemination Project, suggesting the potential for articulated career education programs to address the needs of the workforce of the 21st Century. A logo was created to be used on all project materials.

The communication networks connecting California's secondary schools, community colleges, and 4-year universities were identified. Forums such as "The News", a bimonthly publication of the Community College League of California, were culled for conference

announcements. Other sources of information regarding important meetings, conferences and events included references from directors of organizations such as the California Association of County Superintendents of Schools and the California Association of Vocational Administrators (CAVA). Through these formal and informal sources of information, a list of professional conferences as potential forums for dissemination of 2+2+2 information was identified. An announcement of the project and its resources was included in the April, 1992 issue of the California Curriculum News Report (Appendix G).

The ED-Net Electronic Bulletin Board, linked to Info-Net's Bulletin Board Service, was used to announce 2+2+2 resources available through the Reference Library and to announce the Teleconference entitled "Overcoming Obstacles to 2+2+2 Articulated Programs" (Appendix H).

The Dissemination Project created it's own title and logo for use on all materials in order to create recognition of Careers 2000 as a center for 2+2+2 resources. Previously designed 2+2+2 creative materials were used extensively in conference presentation exhibits and handouts, and in the 2+2+2 Articulation Handbook produced for the technical assistance workshops.

The Dissemination Project was included as a presentor on the agenda of eight professional conferences. The project was included as an exhibitor at two CSU Counselor Conferences, and submitted materials for a display table at one conference at which it was not a presentor or exhibitor. In addition, the project was contacted by four consortia to make presentations at regional meetings. The format and handouts for these presentations featured materials promoting the project's dissemination activities, as well as materials describing the necessary components of successful 2+2+2 articulation programs (Appendix I). All presentations included displays of selected materials from the 2+2+2 pilot projects.

OBJECTIVE 8

Design, implement and evaluate two teleconferences, five on-site workshops and five follow-up off-site workshops using formats that are informative, comprehensive, and high-interest.

A mailing list of key high school district, community college and 4-year university staff was developed. This extensive list, used for promotion and publicity of project activities, includes more than 2,600 names of educators throughout California. A brochure announcing dates and locations of the one-day 2+2+2 Technical Assistance Workshops (Appendix J), and criteria for involvement, was distributed with a letter outlining workshop registration procedures (Appendix K).

A format and materials for each dissemination activity was developed, including handouts for conference presentations, a 2+2+2 Articulation Handbook for the technical assistance workshops, and a guide for the teleconference. The format for the presentations and

workshops includes the history and background of articulation, demographic information on the emerging workplace and workforce, and an explanation of the six components necessary for successful 2+2+2 programs. The one-day workshops also included information on promotion and funding of 2+2+2 programs as well as partnership planning activities. The teleconference format focused on the six most commonly encountered obstacles to 2+2+2 articulation (Appendix L).

A 2+2+2 Articulation Handbook was prepared for use by participants of the technical assistance workshops. The handbook defines articulation, its background, and its benefits to students, faculty, and institutions. Each component of a successful 2+2+2 program is extensively illustrated through the use of 2+2+2 pilot project materials. The handbook also prominently publicizes resources available through the Dissemination Project, including 2+2+2 project consultants, technical assistance activities, and the Reference Library (Appendix M).

A brochure, advertising the workshops and other activities of the Dissemination Project, was prepared for distribution at conferences. A second brochure specifically announcing the 1991-92 technical assistance workshop schedule and outlining application procedures was developed and distributed to over 2,600 high school, community college, and 4-year university educators throughout California. A third brochure, advertising the teleconference was also sent to this mailing list (Appendix N).

OBJECTIVE 9

Develop a master calendar of 2+2+2 presentations to scheduled conferences of existing statewide organizations and associations

A list of professional conferences scheduled for the 1991-92 academic year was developed. Letters outlining the Dissemination Project's goals, a presentation format, and a request for inclusion on conference agendas were sent to conference organizers.

The 2+2+2 Dissemination Project appeared as presenters at thirteen professional conferences and meetings. They include:

a. The California State University High School and Community College Counselor Conferences (Northern and Southern California sessions)

b. California Chief Instructional Officers Statewide Conference

c. Association of Instructional Administrators Annual Conference

d. Statewide Conference on Tech-Prep and Articulation

e. California Association of County School Administrators Quarterly Business Meeting

f. Glendale Unified School District and Glendale Community College Tech-Prep Steering Committee Meeting

g. Community College League of California Annual Conference

h. California Association of Vocational Administrators with California Association of Regional Occupation Centers/Programs Joint Conference

i. ROP Region 8 Career Guidance Conference

j. Yuba County Consortium 2+2 Articulation Seminar

k. San Mateo County Office of Education Institute on Preparing Students for the Workforce 2000

l. California Career Education Association Annual Career Education Conference

m. California Community College Association of Occupational Education South Central Region Meeting

The project was unable to reserve space at exhibit areas of major statewide conferences and associations because there were no funds allocated in the budget to cover the substantial fees required to secure exhibit space. The one exception was the project's inclusion as an exhibitor at The California State University's Counselor Conferences held both in Northern and in Southern California. No fee was required.

OBJECTIVE 10

Prepare formative and summative evaluations for each component of the Dissemination Project.

A Follow-up Survey was developed and sent to all workshop participants for the purpose of gathering baseline and comparative data regarding level of functioning of articulation programs. Additional baseline data relating to participants' levels of experience with 2+2+2 articulation was gathered from both the workshop registration form and the teleconference evaluation form. This evaluation instrument was sent to all workshop participants and included items relating to levels of experience with articulation and its components prior to and subsequent to attending the technical assistance workshop and the degree to which the workshop assisted articulation efforts at individual institutions. Information was also gathered regarding obstacles to 2+2+2 articulation that were encountered (Appendix O).

Evaluation instruments were developed for both the technical assistance workshops and the teleconference. The forms requested feedback on effectiveness of content and delivery, support materials, and environment. The technical assistance videos were evaluated through an item included on the workshop evaluation form. Because access to the Reference Library was not available until the end of the grant year, an evaluation instrument was not feasible (Appendix P).

Follow-up surveys were sent to all workshop participants. Of 491 surveys sent, 160 were completed and returned. The data from the surveys was analyzed separately and in combination with other sources of project data to produce evaluation information included in the final project report.

PART 2: NARRATIVE OF PERFORMANCE TASKS

I. REFERENCE LIBRARY

A significant activity for the Dissemination Project was the development of a Reference Library to collect and preserve 2+2+2 project materials as a resource for other partnerships articulating career education programs. All project materials were gathered, cataloged, and made available through an interlibrary loan system accessed through any public library. Information regarding reference materials and procedures for accessing them has been broadly disseminated to educators throughout California through a Resource Catalog.

Early in the grant year, all 2+2+2 project directors statewide were contacted to request copies of materials developed for their 2+2+2 projects. Materials requested include:

- Copies of articulation agreements developed with collaborating high schools, community colleges, and four-year institutions
- Promotional materials such as videos, brochures, flyers, buttons, posters, announcements, etc.
- Outreach materials, including bilingual materials
- Support services and networks, including articulation handbooks, faculty involvement, advisory councils, and community or industry groups
- Sources of funding (institutional component and/or foundation support, grants, etc.)

Project materials continued to be gathered through February, 1992.

Materials for each project were arranged into five standard categories including:

a) **Final Project Report:** This section contains a copy of the final project report required by the California Community Colleges Chancellor's Office from all 2+2+2 grant projects. The report format includes a description of activities implemented by each project.

b) **Project Handbook:** This section contains a handbook developed by each 2+2+2 project to serve as an advisement and outreach tool for counselors, instructors, and students at each segment. Each handbook summarizes program information and procedures.

c) **Articulation Materials:** This section contains all materials pertaining to the articulation of the 2+2+2 curriculum, including articulation agreements, articulation council models, and curricular pathways.

d) **Tracking Materials:** This section contains materials designed to facilitate transfer of credit and to monitor 2+2+2 students as they move from one segment to another.

e) **Additional Materials:** This section contains additional program materials including brochures, posters, newsletters, and other outreach materials.

Other 2+2+2 articulation resources have been included in the Reference Library. These additional resources include the three videos produced by the Dissemination Project. Two of the videos, "Get Up and Go: Why Develop 2+2+2 Programs" and "Sail Away: How to Develop 2+2+2 Programs" were produced as companion videos to be used as technical assistance training resources. An accompanying video resource manual provides a complete kit useful to partnerships for staff development and in-servicing. The third video, recorded from the project's one-hour teleconference titled "Overcoming Obstacles to 2+2+2 Articulated Programs," contains a conversation among high school, community college, and university educators exploring strategies for overcoming articulation barriers, and is also appropriate for staff development and in-service. Several important reference books regarding the process of articulation, as well as yearly progress reports reviewing the accomplishments of the 2+2+2 pilot projects, are part of the collection. Finally, the 2+2+2 articulation Handbook, compiled by the Dissemination Project for use by attendees of the project's technical assistance workshops, is included.

All 2+2+2 materials have been cataloged into the Virginia Tech Library System (VTLS), Santa Barbara City College's on-line library computer system. This system interfaces with the larger network system, On-line Computer Library Center (OCLC), which provides interlibrary loan services on a national basis. The OCLC system is used by approximately 80 percent of the community colleges in California and all of the California State University System, ensuring efficient access to the Reference Library by a significant number of post-secondary educational institutions. Those who are not members of OCLC may access materials in the Reference Library through written request.

Housed in the Eli Luria Library at Santa Barbara City College, the 2+2+2 reference materials are available for use through interlibrary loan services. They may be requested through any college or public library by providing the author and title of the 2+2+2 reference materials. Titles of all 2+2+2 pilot projects use a standard format, beginning with "2+2+2: Articulated Career Education Program in..." and ending with the discipline area of the project. Thus, the title for Santa Barbara City College's 2+2+2 Nursing project materials is: "2+2+2: Articulated Career Education Program in Nursing". This standardized format expedites specific catalog searches for 2+2+2 articulation materials (Appendix Q).

To facilitate interlibrary loan requests, the 2+2+2 reference materials have been placed on the OCLC interlibrary loan system—a computerized system linking participating libraries. The Eli Luria Library also has a computerized book catalog which can be accessed via modem for those wishing to view the listing of 2+2+2 reference materials available at SBCC.

Information regarding the materials available through the 2+2+2 Reference Library is published in a Resource Catalog developed by the Dissemination Project. Designed as a handy desktop reference book, this catalog lists titles and authors of all cataloged materials, and includes step-by-step instructions for accessing the materials through the interlibrary loan system. Computer or written request procedures are outlined for the convenience of all wishing to use the resources. This Resource Catalog was broadly disseminated to promote and publicize the Reference Library and its resources to educators at all levels throughout California. More than 2,800 catalogs were sent to all three segments including:

1) county superintendents of schools
2) high school superintendents and principals
3) directors of ROP/vocational education departments
4) high school counselors
5) community college deans, counselors, and articulation officers
6) California State University and University of California articulation and transfer officers and deans of academic affairs
7) all participants in the Dissemination Project's technical assistance activities, including workshops, conference presentations, and the teleconference

Information about the Reference Library was broadly disseminated at professional conference presentations, technical assistance workshops and the teleconference. It is anticipated that the Resource Catalog, with its explicit information and convenient format, will encourage use of the library as partnerships increase articulation activities over the next few years.

II. TRAINING VIDEOS

Two 10-minute videos were produced by the Dissemination Project to serve as technical assistance resources for secondary school, community college, and four-year college faculty, counselors and administrators who will be instrumental in implementing 2+2+2 programs. Through a series of meetings between the producer, project staff, and other 2+2+2 project directors, as well as a review of 2+2+2 program materials, the format and content for each video was developed.

The videos were designed to appeal to an audience with a wide range of articulation experience and to be appropriate for general presentations as well as staff development and in-servicing. To that end, the video scripts provide both a general overview of 2+2+2 articulation and an in-depth discussion of its benefits and basic components. For convenience, the videos are packaged in a kit with an accompanying Resource Manual keyed to the themes and concepts contained in the videos.

Production of the videos employs techniques designed to maintain maximum viewer interest and to achieve the intended educational outcomes. Videographics, pacing and on-camera talent all contribute to a lively and informative production. In addition, a theme is incorporated into each video to provide a high interest vehicle for visually reinforcing the content. The first video utilizes the image of hot air ballooning to underscore its broad overview of 2+2+2 articulation. The second video utilizes images of sailing to highlight its emphasis on the components necessary to launch a 2+2+2 program. The cast of Santa Barbara City College students, staff and faculty was carefully selected to reflect California's ethnically diverse population.

The first video, titled "Get U, and Go: Why Develop a 2+2+2 Program," provides a broad overview of 2+2+2 articulation and highlights the benefits of such programs. The video opens with the definition of 2+2+2 articulated career education as a planned process of linking high school and college coursework to help students make smooth transitions without experiencing delays or duplication. The balance of the first video focuses on the benefits of 2+2+2 programs to three different populations:

- *Students,* with an emphasis on student motivation and success, and the potential for saving time and money
- *Faculty and Counselors,* underscoring the increased cooperation and respect they foster and the potential for sharing of equipment and facilities
- *Business and Industry,* including the opportunity to share in the planning of curriculum and to develop a long-term strategic plan to educate future workers

The format and content of this video, with it's general overview of articulation and its emphasis on the value of articulated career education not only for educational institutions but for the business and economic community as well, make it appropriate for 1) introducing the concept to staff and faculty at staff development workshops, and 2) making broadly appealing presentations to school boards, administrators and community leaders.

The second video, "Sail Away: How to Launch a 2+2+2 Program," identifies the six components necessary for a successful 2+2+2 program, and defines the purpose and function of each component in the development of a 2+2+2 program. These components include:

- *The Articulation Council,* its structure and function
- *Articulation Agreements,* reviewing the process for articulating a 2+2+2 curriculum
- *Student Outreach,* outlining recruitment activities
- *Faculty and Counselor Involvement,* explaining the scope of their 2+2+2 activities
- *Student Support Services,* emphasizing services crucial to student retention and success
- *A Student Identification and Tracking System,* clarifying the purposes of a well-structured follow-up mechanism

Because this video introduces the viewer to the essential 2+2+2 components, and portrays successful models for implementing and evaluating each component, it is especially useful for staff development and inservice as intersegmental partnerships seek to initiate and strengthen 2+2+2 programs.

A Resource Manual, designed to assist in using the videotapes, was developed to accompany the video kit (Appendix R). The manual reflects the themes and content of the videos and is designed to provide reproducible information and materials useful for presentations and staff development activities. The manual is divided into five sections:

- *Overview,* including videotape learning objectives and a pre/post test
- *Video 1,* defining program objectives, and reiterating the definition and benefits of 2+2+2 articulation
- *Video 2,* defining program objectives, and elaborating on each component through specific examples and models from pilot projects
- *Follow-up Activities,* with discussion questions and charts for identifying key council players and sources of funding
- *Action Planning Packet,* providing a three-phase timeline for developing 2+2+2 programs with planning charts for each phase

Packaged as a kit, the videos and accompanying manual highlight and synthesize models, strategies, and key concepts developed by the 25 pilot projects. The overall design allows for considerable flexibility in use.

The first video, "Get Up and Go: Why Develop 2+2+2 Programs," was shown at all the Dissemination Project's on-site technical assistance workshops. Screened in the first half-hour, the video served to provide an introduction to the concept of 2+2+2 Articulation. The video was made available to workshop participants for a small cost-recovery fee. Over 30 videos were purchased by participants wishing to use them for presentation and staff development purposes. The second video was not completed in time to be used at the workshops.

The videotape kits continue to be available to educators through two channels. First, they are listed in the 2+2+2 Reference Library and are available for use through the interlibrary loan system. Secondly, over 200 kits will be available during the 1992-93 academic year through Santa Barbara City College's Health Technologies Office. A mechanism has been established for processing requests for these kits after the Dissemination Project has ended. The procedures for ordering are clearly outlined in the Resource Catalog distributed to more than 2,800 educators throughout California.

III. DISSEMINATION PLAN

Information regarding the Dissemination Project and its technical assistance activities was disseminated in three ways: electronic communication networks, promotional mailings, and presentations at regularly scheduled conferences of well-established professional organizations. Linkage with the statewide data information center, ED>Net, and its statewide bulletin board, Info-Net, was completed in February and use of this modality to disseminate information regarding project activities was limited. Notices announcing the project's Reference Library and its May 19th teleconference produced only a handful of responses, suggesting that use of ED>Net is still limited among schools and educators.

A more productive and wide-reaching method of disseminating project information centered on traditional methods of promotional literature and mailings. Three brochures were developed to broadly dissemination information regarding 1) the project itself and 2) specific technical assistance activities of the project. The first, a Careers 2000 brochure, was designed to create name recognition and to describe the goals and activities of the project. This brochure was distributed at all conference presentations and exhibits and was included in a mailing promoting the technical assistance workshops. Many requests for information resulted from the distribution of this brochure.

The second brochure was produced to publicize the dates, times, and locations of the six technical assistance workshops and to provide instructions and a form for registering. The

brochures, accompanied by a promotional letter, were sent to over 2,600 educators including:

High Schools
- County Superintendents of Schools
- School District Superintendents
- Principals
- Head Counselors
- ROP/C Directors

Community Colleges
- Chancellors
- Deans of Instruction
- Deans of Voc/Occ Ed.
- Deans of Student Services
- Deans of Academic Affairs
- Articulation Officers

CSU & UC Campuses
- Articulation Officers
- Outreach/School Relations Officers

This mailing resulted in the registration of more than 500 workshop participants and over 50 requests for general information about the project resources.

A third brochure was developed to publicize the project's teleconference, "Overcoming Obstacles to 2+2+2 Articulated Programs." This brochure was mailed to the same group of 2,600 educators and resulted in the registration of more than 100 participating sites.

The project had equal success disseminating information through professional conferences and publications. The project was included as an exhibitor at two CSU Counselor Conferences, as a presentor on the agenda of eight professional conferences, and was invited to make presentations at four regional consortia conferences. The opportunity to appear as an exhibitor at the CSU Counselor Conferences provided early exposure for the project to a key audience: high school and community college counselors. Over 300 Careers 2000 brochures were distributed, along with selected 2+2+2 articulation materials. Pilot project materials were displayed and the project coordinator was able to discuss 2+2+2 articulation and to promote project activities individually with over 300 attendees. Exposure at these CSU conferences resulted in an invitation to speak to the Glendale Articulation Council regarding the Dissemination Project and the 2+2+2 articulated career education pilot projects, as well as inquiries to the project office for more information.

The Dissemination Project was included on the agendas of eight regularly scheduled professional conferences and 4 regional consortia meetings. The project contracted with two consultants, both former 2+2+2 project directors with extensive speaking experience, to deliver these presentations. A handout packet, containing both 2+2+2 articulation materials culled from the pilot projects and Careers 2000 promotional materials publicizing project

activities, was distributed at all presentations. The schedule of conference presentations included:

Organization	Date	Location	# of Attendees
CSU Counselor Conferences	9/30/92-10/1/92 10/3/92-10/4/92	Santa Rosa, CA Woodland Hills, CA	150+ 150+
CIO: Chief Instructional Officers	10/16/92	Redondo Beach, CA	60
AIA: Association of Instructional Administrators	10/16/92	San Francisco, CA	7
Tech-Prep Conference	10/25/92	San Francisco, CA	45
CACSS: California Association of County Superintendent of Schools	10/28/92	San Diego, CA	50
Glendale Consortium: Tech-Perp/2+2 Steering Committee Meeting	1/6/92	Glendale, CA	12
CCLC: Community Colleges League of California	11/15/92	Santa Clara, CA	25
CAVA: California Association for Vocational Administrators	11/21/92	San Jose, CA	12
ROP Region 8 Conference	1/15/92	Burbank, CA	70

Organization	Date	Location	# of Attendees
Yuba County Consortium 2+2 Articulation Seminar	1/21/92	Marysville, CA	275
San Mateo County Office of Education Consortium & Institute on Preparing Students for the Workforce 2000	2/4/92	San Mateo, CA	25
CCEA: California Career Education Association	3/5/92	Santa Clara, CA	20
CCCAOE: California Community Colleges Association of Occupation Educators South Central Region Meeting	5/5/92	Santa Barbara, CA	9

As a result of these methods of disseminating information, more than 3,000 high school, community college, and four-year university educators were informed about the Dissemination Project, learned specifics regarding the project's schedule of technical assistance activities for the year, and attended presentations in which project staff shared the models, strategies and experiences gained by the twenty-five 2+2+2 pilot projects. Numerous requests for information, materials, and registration procedures resulted from this marketing and dissemination plan.

Information about 2+2+2 articulation and the actual materials developed by each pilot project will be disseminated on an on-going basis through the 2+2+2 Reference Library created by the Dissemination Project and housed at the Eli Luria Library of Santa Barbara City College. These materials may be accessed through interlibrary loan services detailed in the Resource Catalog.

IV. TECHNICAL ASSISTANCE PLAN

Technical Assistance was provided to colleges and high schools through two modalities: on-site workshops and a teleconference. The format and content of these technical assistance activities was based on research and review of materials developed by 2+2+2 projects and on extensive interviews with 2+2+2 project directors. The design of the workshops and the teleconference attempted to build in flexibility to accommodate individual needs of participants, while still emphasizing the key elements of a successful 2+2+2 program, how these elements complement one another, and the means by which each element can be achieved. Attendance by intersegmental teams was encouraged and guest speakers, experienced in 2+2+2 articulation were included to provide first-hand anecdotal information regarding the nuts and bolts of developing an articulated program and overcoming the obstacles encountered.

A. On-Site Workshops

Six sites were selected for the on-site workshops, strategically located throughout California to allow the largest number of high school and college teams access to a workshop without the necessity of a plane flight or overnight accommodations. A master calendar was developed and appropriate facilities were engaged to accommodate an anticipated audience of approximately sixty participants. As a result of the unexpectedly large response to workshop promotion and publicity, two additional workshops were scheduled, bringing the total number of on-site workshops to eight. This response is evidence that there is broad interest in articulation and a demonstrated need for extensive technical assistance. The final workshop schedule included:

LOCATION	DATE	SITE	# OF ATTENDEES
San Bernardino	12/3/91	San Bernardino Valley College	63
San Diego	12/4/91	San Diego City College	33
Chico	2/6/92	Butte College Chico Center	84
San Jose I	2/7/92	Mission College	81
Los Angeles I	2/11/92	El Camino College	61
Merced	2/20/92	Merced College	82
San Jose II	3/6/92	Mission College	54
Los Angeles II	3/24/92	El Camino College	33

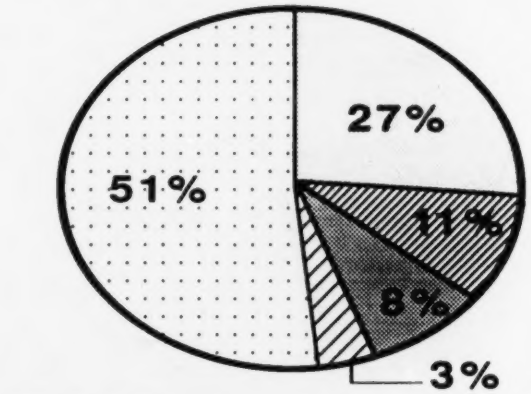
A marketing plan was developed to promote and publicize the workshops to the broadest possible audience. This plan included development of a brochure and promotional letter and a mailing list identifying key school personnel who would be most instrumental in assembling an intersegmental team to participate in the workshops and teleconference.

This mailing list targeted over 2600 high school, ROP/C, adult school, and college educators.

A workshop brochure, accompanied by the promotional letter, was sent to these targeted educators. The brochure publicized the dates and locations for the original six on-site workshops (two were later added to accommodate overflow registrants), included the workshop agenda, and detailed registration procedures. A clip-out coupon was provided to facilitate registration of teams, to identify a team contact person, and to gather baseline data regarding each participant's educational segment, position, and level of experience with 2+2+2 articulation.

This brochure and registration coupon were designed to encourage participants to attend as a team with their intersegmental partners. The accompanying promotional letter also stressed the importance of assembling an intersegmental team of local high school, community college, and four-year university partners. To further encourage intersegmental team participation, it was announced that such teams would be given registration priority.

It was anticipated that most workshop participants would attend as members of an intersegmental team. To that end workshop publicity, the registration form, and the promotional letter all emphasized registration of intersegmental teams. Actual attendance fell short of this expectation. Only one-third of the participants attended as members of an intersegmental team, while 60% attended as members of high school only or community college only teams and 8 % attended as individuals. Figure 1 shows the breakdown by percentages.



2+2 Teams	27%
2+2+2 Teams	3%
High School Teams	51%
Community College Teams	11%
Single Attendees	8%

Fig. 1 Attendance by Team

While the intention to have a majority of participants attend as members of an intersegmental team fell short, a frequently cited benefit of the workshops was the opportunity afforded to meet (often for the first time) counterparts from neighboring educational segments. It cannot be assumed that there is extensive intersegmental communication already in place. Future dissemination efforts must continue to develop strategies to encourage intersegmental participation since these results suggest that there is still a gap in levels of intersegmental collaboration.

A breakdown of attendance by segment indicates the greatest amount of participation came from the high school/ROP segment, with very limited participation by the four-year segment. Again, future 2+2+2 technical assistance dissemination activities must address this limited response on the part of universities. Figure 2 details participation by educational level.

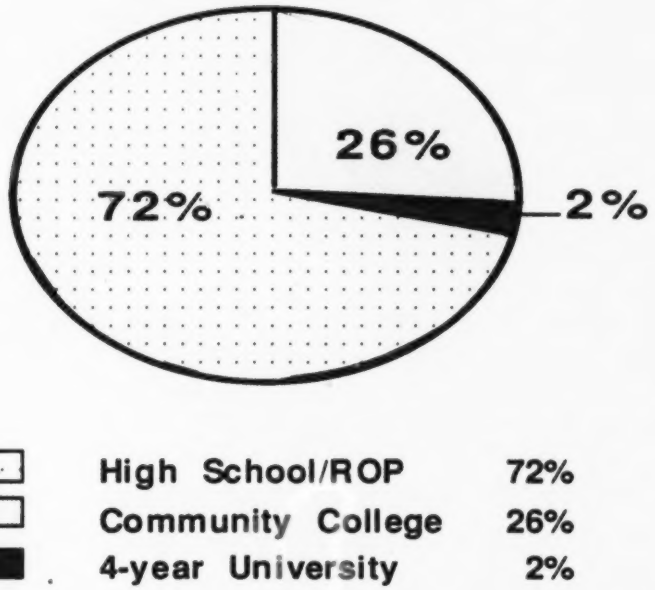


Fig. 2 Attendance by Level

Stipends to help fund substitute teacher salaries for participating high school, ROP and adult school teachers were broadly publicized through the promotional activities. Both the brochure and the promotion letter highlighted this feature of the grant. Procedures for reimbursement were detailed both in the registration confirmation letter and at the workshops themselves. Despite this concerted effort to stress substitute teacher reimbursements, only fourteen high school districts requested reimbursement. The cost of substitute teachers clearly did not deter high school districts from sending large numbers of instructors to the workshops, suggesting that articulation of career education programs is a strong priority for many high school districts and administrators.

The format and agenda for the workshop focused on three areas: 1) the background and rationale for 2+2+2 articulation, 2) the six components necessary for successful articulation of programs, and 3) planning, funding, and promoting 2+2+2 career education programs. Planning activities were built into the workshop to provide teams with the opportunity to work together throughout the day. The agenda included:

WORKSHOP AGENDA

10:00	Welcome and Introductions
10:10	Video: "Why Develop 2+2+2 Programs"
10:20	History and Background: Educating Students for the 21st Century
10:30	Laying the Groundwork • Articulation Council: Primary Structure of 2+2+2 • Faculty Involvement • Articulation Agreements
11:00	Break
11:10	Serving the Student • Outreach: Student Identification, Recruitment and Retention • Student Support Services • Tracking Student Enrollment
11:40	Guest Speaker: Project Director
12:15	Lunch/Assessment Activity
1:00	Summary of Assessment Activity
1:15	Promoting and Funding 2+2+2 Programs
1:30	Action Planning
2:00	Summary of Action Planning Activity Questions & Answers
2:30	Careers 2000 Resources and Workshop Evaluation
3:00	Adjourn

The background and rationale provided participants with information about the twenty-five pilot projects, defined articulation and its benefits, and highlighted the impact of demographic and workplace changes over the next two decades. The potential for 2+2+2 programs to serve the growing ethnic diversity of California's workforce was emphasized.

Information regarding the six basic components of successful 2+2+2 programs comprised the heart of the workshop presentation, utilizing a combination of direct presentation, interactive team activities, and materials developed by the twenty-five pilot projects provided in the 2+2+2 Articulation Handbook. Guest speakers, project directors from model 2+2+2 programs, were scheduled to provide first-hand information on working models for implementating these six components. The guest speakers included:

Workshop	Guest Speaker	School	Program Area
San Bernardino	Ed Szumski	San Bernardino Valley College	Electronic Technology
San Diego	David McGrevy	San Diego Community College	Teacher Education
Chico	Joe Howard Lena Newman	ARC Butte College	Teacher Education Automotive Technology
San Jose I	Dean Chowenhill	College of San Mateo	Electronic Technology
Los Angeles I	Myra Craig Evans Carol Tuntland	ESGVROP CSU, LA	Fashion Merchandising
Merced	Doug Flesher	Butte College	Agriculture
San Jose II	Hank Padden	State Center Community College District	Teacher Education & General Articulation
Los Angeles II	Betty Morse	CSU, Long Beach	Home Economics

The final portion of the workshop was devoted to a review of funding and promotion opportunities for 2+2+2 programs and an action planning segment which included a three-phase timeline for developing 2+2+2 programs and an action planning packet for teams to develop an action plan tailored to their own partnership. The degree to which these action planning opportunities resulted in a well-developed plan was influenced by the opportunity to work with intersegmental partners. Those most limited were the teams or individuals not attending with intersegmental partners.

The design of the handbook was structured to provide reference and support at any point in the workshop. Consequently, the ten sections of the handbook parallel the workshop agenda. Many materials are included to serve as reference and planning resources for follow-up activities at the local level. In these ways, both the workshop format and the handbook reinforce the effort to share the experiences, materials and strategies developed by the 2+2+2 pilot projects.

Levels of experience with articulation varied greatly among the workshop participants. The overall design of the workshop was intended to serve the needs of and provide information to educators at all levels of experience with articulation. The amount of information covered in the time alloted limited the depth with which each item could be covered. Because of this, the one-day workshop format was most useful overall to those at beginning or intermediate levels of experience. Given the wide range of experience among schools throughout California, future technical assistance activities will benefit from strategies to provide differentiated presentations, (perhaps a conference format with specialized break-out groups), to accommodate this wide range of experience. Figure 3 indicates level of articulation experience for all workshop participants.

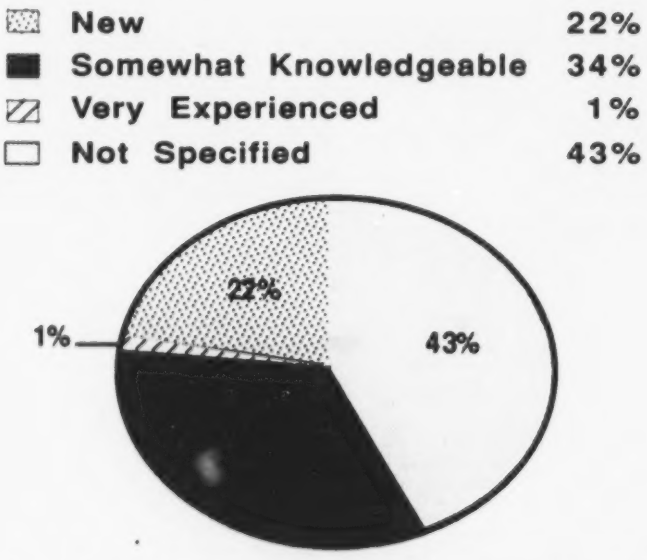


Fig. 3 Level of Articulation Experience

Evaluations were completed and collected at all technical assistance workshops. Participants rated elements of the workshop on a scale of 1 to 5, with 1 being poor and 5 being excellent. Overall ratings were in the satisfactory to very good range. On the items evaluating organization of information and usefulness of content, the average ratings were 4.4 and 4.3 respectively. Organization of materials and anticipated usefulness to partnership activities were rated 4.6 and 4.3 respectively. Figure 4 shows a complete chart of averages for evaluation items.

Figure 4: Average Ratings
2+2+2 Technical Assistance Workshop Evaluation

I. Presentation (Main Speakers)	Average Rating
A. Organization of Information	4.4
B. Usefulness of Content	4.3
C. Effectiveness of Delivery	4.1
D. Value of Overheads	3.6
II. Handbook	
A. Organization of Materials	4.6
B. Effectiveness as part of presentation	4.3
C. Anticipated usefulness to partnership activities	4.3
III. Environment	
A. Comfort of room	3.9
B Seating Arrangements	3.6
IV. Guest Presenters	
A. Effectiveness of Delivery	4.1
B. Usefulness of Information	4.1
V. Videos	
A. "Get Up and Go: Why develop 2+2+2 Program"	3.9
B. Others	4.0
VI. Exhibits	
A. Effectiveness of Display	3.7
B. Usefulness of displayed materials	3.8

Scale

5= Excellent 4=Very Good 3=Satisfactory 2=Fair 1=Poor

Follow-up surveys were sent to all workshop participants in April. Of 491 surveys mailed, 162 were returned. The survey was designed to provide data regarding level of experience with 2+2+2 articulation both prior to and subsequent to attending the technical assistance workshop in order to evaluate the degree to which the information provided in the workshop assisted participants in initiating or strengthening articulation efforts. Narrative response questions were included to allow feedback on obstacles encountered and additional assistance and resources anticipated. The following charts (Figure 5 and 6) summarize the response data by position and by segmental level respectively:

Figure 5: Average Ratings by Position
2+2+2 Follow-Up Survey

Item	Faculty 55*	Counselors 33*	Administrators 46*	Other 28*
1.a. Level of participant's 2+2+2 experience prior to Workshop	2.91	2.15	2.63	2.96
b. Level of participants 2+2+2 experience subsequent to Workshop	3.18	2.91	2.04	3.14
2.a. Level of participant's 2+2+2 experience prior to Workshop	3.07	3.79	2.65	2.79
b. Level of participants 2+2+2 experience subsequent to Workshop	3.27	3.30	3.11	2.96
3. Level of participant's experience with six components prior to workshop	2.35	2.29	2.61	2.86
4. Level of institution's experience with six components prior to workshop	2.45	2.47	2.83	2.94
5. Extent to which Workshop assisted articulation efforts	2.77	3.46	3.04	2.57
6. Extent to which obstacles impeded progress				
a. Lack of administrative support	1.76	1.44	1.96	2.04
b. Political "turf" issues	2.35	1.88	2.24	2.75
c. Linkage with the 3rd segment	2.42	2.28	3.20	3.11
d. Articulating curriculum across segments	2.35	2.61	2.67	3.14
e. Transfer-of-credit issues	2.24	2.21	2.59	2.71
f. Tracking student enrollment	2.24	2.36	2.74	2.71
g. Intersegmental communications	2.20	2.06	2.65	2.89
h. Funding and institutional resources	2.38	2.27	2.91	3.04

* equals total number of respondents in this category

Scale

5= Extensive 4=Advanced 3=Some 2=Limited 1=None

25

Figure 6: Average Ratings by Segment
2+2+2 Follow-Up Survey

Item	High School 105*	Community College 45*	ROP/C 11*	4-Year University 1*
1.a. Level of participant's 2+2+2 experience prior to Workshop	2.48	2.91	3.73	3.00
b. Level of participants 2+2+2 experience subsequent to Workshop	2.90	3.36	3.64	1.00
2.a. Level of participant's 2+2+2 experience prior to Workshop	3.00	3.02	3.64	3.00
b. Level of participants 2+2+2 experience subsequent to Workshop	3.06	3.33	3.64	4.00
3. Level of participant's experience with six components prior to workshop	2.17	3.06	3.35	2.67
4. Level of institution's experience with six components prior to workshop	2.33	3.19	3.50	2.50
5. Extent to which Workshop assisted articulation efforts	2.67	3.47	3.59	2.50
6. Extent to which obstacles impeded progress				
a. Lack of administrative support	1.78	1.77	1.82	5.00
b. Political "turf" issues	2.17	2.44	2.55	5.00
c. Linkage with the 3rd segment	2.58	3.07	2.91	1.00
d. Articulating curriculum across segments	2.52	2.87	2.82	1.00
e. Transfer-of-credit issues	2.19	2.76	3.27	1.00
f. Tracking student enrollment	2.12	3.09	3.45	3.00
g. Intersegmental communications	2.28	2.60	3.09	2.00
h. Funding and institutional resources	2.48	2.93	2.55	5.00

* equals total number of respondents in this category

Scale

5= Extensive 4=Advanced 3=Some 2=Limited 1=None

From these figures it is evident that there was an increase in experience with 2+2+2 articulation in most categories subsequent to the workshops. Given the short lapse of time between most of the workshops and the mailing of the follow-up survey, it can be expected that there will be more activity in the future. Levels of experience with each of the components prior to the workshops fell mostly in the limited range. Again, based on the increased activity reported subsequent to workshop attendance, this level of experience will increase. Most of the participants reported that the workshops helped them to some extent, with counselors and administrators reporting the greatest gain in assistance (Fig. 5.). ROP/C and community college participants reported the greatest gains as segmental groups (Fig. 6.).

Obstacles identified as most often impending progress were 1) linking with the third segment, 2) articulating curriculum across segments, 3) transfer of credit issues, 4) tracking student enrollment, 5) intersegmental communications, and 6) funding. None of these rated as higher than average (3 on a scale of 1 - 5) when averaged, but individual comments indicated that some partnerships encountered significant barriers to their efforts as a result of these obstacles. ROP/C staff and faculty rated these obstacles as more troublesome than other groups.

Narrative responses to a question regarding obstacles encountered in the development and implementation of 2+2+2 articulated programs indicate that those most often arising are 1) lack of administrative support, 2) linkage with the third segment, 3) articulating curriculum across segments, 4) intersegmental communications, 5) funding, 6) staffing, and 7) release time to develop a program. Additional technical assistance and resouces most often anticipated are 1) the need for a paid 2+2+2 coordinator, 2) release time to develop programs, 3) funding, and 4) staff inservicing and consultation. See Appendix S for a complete compilation of follow-up survey comments.

B. Off-Site Workshops

The original grant proposal included provision for five off-site workshops to serve as follow-up consultation to partnerships attending the on-site technical assistance workshops. Time constraints imposed by the one-year grant term and the unexpectedly large number of participants registering for the workshops necessitated the addition of two on-site workshops. As a result, follow-up consulations were eliminated. To allow for adequate preparation, promotion, and processing of registrants, most of the workshops were scheduled for February and March. Responses to the follow-up surveys indicate that most partnerships were in the initial stages of planning. Indications are that the optimal time for follow-up consultation will be in fall of the 1992-93 academic year.

The Dissemination Project developed two strategies to accommodate this reality. The first was to use the teleconference, scheduled for May 19, 1992, to address some of the obstacles being encountered by the participants (as indicated on the follow-up surveys). The second was to produce a Resource Catalog, publicizing 2+2+2 resources and consultants available on an on-going basis. Experienced 2+2+2 project directors available

to consult with local partnerships are listed and partnerships are encouraged to contact the consultants directly. In addition, the Dissemination Project has extended its grant period to December, 1992, in order to make grant funds available to underwrite the expenses to partnerships for these follow-up consultations.

C. Teleconference

The original grant proposal anticipated producing two technical assistance teleconferences to provide an avenue for team members to consult with experienced 2+2+2 project staff through a telecommunications strategy. Again, time and budgetary constraints resulted in the production of only one teleconference. Six months lead time was required to schedule media and satellite services, develop the format and content of the production, promote and publicize it to educational institutions throughout California, and assemble and confer with a panel of highly qualified 2+2+2 experts.

Sacramento City Colleges' Media Production Center was selected as the transmission site for the technical assistance teleconference. Their experience as producers of the California State Community Colleges' "Chancellor's Hour" teleconference series, combined with the broadcast capabilities of their facilities, supported this selection. Negotiations for satellite time and technical consultation were initiated early in December and technical assistance was provided on an on-going basis throughout the planning and development process.

Because the Dissemination Project did not have the opportunity to provide follow-up consultation services as originally planned, it was decided to develop the teleconference as an opportunity to both disseminate additional information and to utilize the broadcast's potential to provide individual team consultation through its call-in capacities, allowing participants to talk directly with expert 2+2+2 panelists. To ensure that the teleconference serve as follow-up for those initiating and strengthening 2+2+2 articulation programs, the broadcast explored in depth the obstacles and barriers commonly encountered by intersegmental partnerships.

The teleconference, titled "Overcoming Obstacles to 2+2+2 Articulated Programs," was promoted in a number of ways. It was announced and promoted at all professional conference presentations and at each of the technical assistance workshops. In addition, the teleconference was publicized in a "Chancellor's Hour" memorandum from the California Community Colleges Chancellors Office to Boards of Governors, Administrators, Public Information Officers, Media Service Coordinators and other community college personnel (Appendix T). It was also publicized through an announcement on Ed>Net's electronic bulletin board service. The Chancellor's Office memorandum produced in excess of 25 inquiries for information regarding the teleconference. Responses from the Ed>Net announcement were negligible.

The primary and most successful mode of promotion was a mass mailing. The mailing list of 2600 educators, compiled for the promotion of the technical assistance workshops, was

used for the teleconference. A brochure with a clip-out registration coupon was mailed. Well over one hundred responses, both coupon returns and phone-in requests, were received. All respondents received a Teleconference Guide providing satellite coordinates, general technical information, and instructions regarding reception and viewing tips for participants. In addition, the Teleconference Guide included the program agenda, a brief description of the panelists, and activities to assist participating teams in formulating on-air call-in questions as well as a follow-up action plan. The project's Reference Library was publicized and an evaluation form provided. The call-in phone number was clearly indicated in the guide.

To assist the project staff in planning and developing the teleconference format and content, the brochure's registration coupon included space for participants to indicate obstacles they would most like addressed by the panelists. Responses on the coupons indicated the issues of most concern were:

- forming linkages with the 4-year university segment
- articulating the curriculum across segments
- developing mechanisms for transfer of credit
- fostering intersegmental communications

In addition, respondents indicated a need for information on how to get started and how to develop a Tech-Prep program. It was decided to narrow the focus to identified obstacles, rather than specific steps for implementing a program. The final teleconference agenda included:

1:30 p.m.	Test Signal
2:00 p.m.	Welcome and Introductions
2:10 p.m.	Overcoming 2+2+2 Obstacles: Models and Strategies

- Linking with other segments
- Aligning the curriculum
- Transfer of credit
- Political issues
- Administrative support
- Funding and resources

2:55 p.m.	Summary and Closing Remarks
3:00 p.m.	Teleconference Concludes

Brief mention was made of the six components necessary for success and of the Dissemination Project's Reference Library.

A panel format was developed for the teleconference and four top level administrators with extensive 2+2+2 articulation experience were selected: the Superintendent of Long Beach Unified School District, The Vice President of Personnel at State Center Community College District, a Vice President of Academic Affairs at CSU, San Bernardino, and The 2+2+2 Project Monitor and Specialist in Articulation and Transfer Education from the California State Community Colleges Chancellor's Office. The Teleconference was moderated by a Dissemination Project consultant with first-hand experience with a 2+2+2 articulated project. The panelists were selected from all three segments to ensure a broad intersegmental perspective on the issues.

The content of the teleconference was developed from several sources of direct input from educators. Feedback from the teleconference brochure registration coupons, from the technical assistance workshop evaluations, and from the follow-up surveys were culled for specific questions and concerns posed by participants in the project's activities. A list of questions relating to each of the obstacles listed in the program agenda was compiled and the most pertinent questions were selected to be addressed on air. This research was sent to each panelist well in advance of the broadcast and follow-up phone conferences by the panel moderator shaped the focus and flow of the teleconference.

It was anticipated that participating teams would use this opportunity to phone in their questions for on-air response. Every effort was made, through the publicity and the Teleconference Guide packet, to encourage pre-teleconference formulation of call-in questions. The phone-in number was flashed on-screen periodically during the broadcast as well. Disappointingly, only three phone-in questions were received. It is hard to know to what this might be attributed: failure to preplan, lack of telephone facilities in reception sites, or hesitancy to use the medium of telecommunications. Future efforts should emphasize this opportunity since call-in questions add a richness to a teleconference broadcast not available through panel discussion alone.

The teleconference evaluations provide valuable information regarding both viewer satisfaction and directions that future technical assistance activities might take. Figure 7 indicates participant's ratings of specific elements of the teleconference.

FIGURE 7: EVALUATION RATING AVERAGES OVERCOMING OBSTACLES TO2+2+2 ARTICULATED PROGRAMS.

		Average Rating
1.	This teleconference provided the right amount and kind of information I need.	3.4
2.	My overall reaction to this program is positive.	4.0
3.	Overall, the panelists were excellent.	4.0
4.	Overall, the on-air questions and responses were worthwhile.	3.4
5.	The information was accurate and timely.	3.7
6.	The program's length was appropriate.	4.0
7.	The print resource materials were useful.	3.8
8.	The program addressed the obstacles most relevant to our articulation efforts.	3.5
9.	The time of day was convenient.	4.0

In addition, responses to the narrative items indicate issues that future broadcasts might profitably address. Some of the issues are:

- implementation of Tech-Prep programs
- interviews with intersegmental faculty
- interviews with project directors and administration of an actual model program: step-by-step"how tos" for implementing a 2+2+2 program
- seeing an articulation council in action
- marketing and promotion plan in detail
- details of the transfer of credit process/mechanisms for student tracking

See Appendix U for a complete compilation of teleconference comments.

It appears that the teleconference modality is one that can continue to be profitably tapped. Feedback from the participants indicates that one of the benefits was the opportunity it afforded to meet locally as a team and discuss articulation issues. Nine teams with a total of 62 participants responded. Five of these teams had in excess of 12 participants and three had as many as 20 participants. At a time when shrinking budgets constrain opportunities for large numbers of staff to travel to workshops and conference, this mode provides a cost-effective vehicle for intersegmental team in-servicing. Many schools requested copies of the video or they videotaped the broadcast themselves for future staff development use. A series of teleconferences throughout the year has the potential to reach many teams and to cover topics in depth in a cost-effective manner.

PART 3: RECOMMENDATIONS

Three significant outcomes of the work of the 2+2+2 Dissemination Project suggest important directions for future 2+2+2 technical assistance activities. These outcomes include: 1) the unexpectedly large number of registrants for the technical assistance workshops, 2) the wide range of background, knowledge, and experience with articulation among California's educators, and 3) the limited number of intersegmental teams in attendance. The following recommendations address these issues.

1) The unexpectedly large number of registrants for the 2+2+2 technical assistance workshop underscores the extensive interest in and need for continuing assistance and training. Many schools sent large contingents of faculty and staff to provide inservicing on a team basis. Many schools used the workshops to assist their 2+2 articulation activities (high school/ROP to community college). Implications of this extensive response include a need for:

- continuing regional technical assistance on articulating career education programs
- structuring of technical assistance activities to support attendance of large teams to provide inservicing opportunities at a reasonable cost and within driving distance
- format and content that address all forms of articulation (2+2, Tech-Prep, 2+2+2) to meet individual partnership needs

2) The wide range of background, knowledge, and experience with articulation among educators indicates a need to structure future technical assistance activities to accommodate varying levels of experience. The imperative to provide both general articulation information and support of a more specialized nature suggests a need for:

- a conference-style format to allow for specialized break-out sessions that meet a wide range of needs
- continuing follow-up consultation to intersegmental teams that address local program inservice requirements (follow-up survey respondents indicated that they are now in the initial planning stages and anticipate a need for follow-up consultation during the 1992-93 academic year)
- technical assistance that offers specific information on addressing Tech-Prep articulation (one of the most often expressed needs among follow-up comments)

3) The limited number of intersegmental teams attending the technical assistance workshops suggests a need for:

- continuing attention to encouraging participation of intersegmental teams

- development of a packet to distribute to educators detailing strategies for assembling an intersegmental team to attend technical assistance activities, including a matrix of faculty and staff to serve on the team and a list of key contacts at each level who can best facilitate the formation of a partnership team
- identification of follow-up strategies prior to scheduled technical assistance activities to assist segments in the formation of intersegmental teams

The potential offered by the medium of teleconference broadcasts to address these three issues should be cultivated. Such telecommunications broadcasts can facilitate the dissemination of 2+2+2 information to large intersegmental teams that can assemble at local reception sites, but cannot travel to workshops or conferences.

Teleconferences offer flexibility in delivering in-depth and specialized technical assistance to accommodate all levels of articulation experience on a wide range of differentiated topics. They offer the potential for individualization both through the technique of call-in questions addressed to experts and answered on air, and through the opportunity they offer local partnerships to incorporate them into a well-planned inservice customized for local program needs. Finally, they can be videotaped for staff development and inservice programs.

A series of teleconferences, using articulation experts from all segments, can be planned and broadcast throughout an academic year. Specialized topics, suggested by respondents to the follow-up survey, can include:

- step-by-step "how tos" of planning and implementing an articulated career education program
- profiles of articulated career education programs in selected discipline areas
- actual articulation councils and faculty committees in action
- transfer-of-credit and student enrollment tracking mechanisms in detail
- articulation of a Tech-Prep program

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